

STATEMENT 3.3.0 – Instructional Methodologies in the UME Curriculum
Undergraduate Medical Education

Approved by:	Curriculum Committee
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I. PURPOSE

Effective instruction in medical education requires a curriculum designed to meet and address learner's needs and understand the variations in learners' styles and approaches. Teachers can accomplish these requirements while creating an optimal teaching-learning environment by utilizing a variety of teaching methods and teaching styles. The Undergraduate Medical Education curriculum at the Schulich School of Medicine & Dentistry uses a variety of methods, ranging from video-conference lectures to small group sessions, case based learning and laboratory sessions, to name a few.

II. STATEMENT

- a. Video-conference Activities:
- Video-conference activities are given in a maximum three-hour period. Year 1 is presented in the morning starting at 8:30 to 11:30 a.m. Year 2 is presented in the afternoons starting at 1:30 to 4:30 p.m.
 - The video-conference activities will only be presented by lecturers fully trained in videoconference lecture presentation.
 - The learning experience will be comparable for all students at all sites.
 - While most lectures will originate in London, some will be delivered from Windsor.
 - Video-conference activities will include variety of case presentations, didactic lectures, wrap-ups, and other forms of interactive learning.
- b. Small-group Tutorials:
- Patient Centered Context Integration and Application (PCCIA)
 - The sessions are designed to promote integration of the wide range of content presented in the course. The sessions will be clearly seen as an integral component of each course. The tutors will be group facilitators. The objectives to be met will be at the higher cognitive level and will be correlated with the broad range of the Undergraduate Medical Education Central Competencies.
 - Discipline-based Tutorials
 - Within each course there will be discipline based small-group tutorials. The tutors will be content experts. The tutorials will be held at each site. The content will be consistent across all sites following the learning objectives established for the session. The scheduling of the tutorials may be different at each site but must keep relationship to the other course content. Small group tutorials may be scheduled instead of or in addition to the allotted three hour VC limit for a total of four hours.
 - Child Health Tutorials
 - Within each course there will be child health based small-group tutorials. The tutors will be content experts. The tutorials will be held at each site. The content will be consistent across all sites following the learning objectives established for the

session. The scheduling of the tutorials may be different at each site but must keep relationship to the other course content.

- iv. Patient Centered Clinical Methods
 - 1. The sessions will be held at each site. The tutors will be experts in teaching clinical skills. Scheduling of sessions may be different at each site but must follow the order established for these tutorials. The content will be consistent across all sites. Where Standardized Patients or Volunteer Patients are used, each site will recruit, train and manage such patients so as to be able to deliver a comparable experience to the students.
 - v. All small-group tutors will have participated in training for their teaching role before facilitating any small-group sessions.
- c. Laboratory Exercises
 - i. Anatomy
 - 1. The sessions will be held at each site. The tutors will be content experts. The scheduling of laboratory exercises may be different at each site but must keep relationship to the other course content. The content will be consistent across all sites. The learning environment, including access to cadaveric material, models, bones etc., will be comparable at all sites.
 - ii. Computer-Based Laboratory Exercises
 - 1. Access to computers will be at a level consistent with accepted distributed education practice, and will be comparable at all sites.
 - iii. Other exercises
 - 1. All other laboratory exercises will occur in equivalent learning settings resulting in a comparable experience for all students.
- d. Online Course Resources
 - i. Courses must publish the syllabus including objectives and assessment details online.
 - ii. Online teaching modules will be well developed and integrated into each course.
- e. Self-Directed Learning
 - i. Each course will have objectives and on-line modules for course directed self-learning.